

**SCAFFOLDING STRATEGY USED BY ENGLISH TEACHER IN
TEACHING READING COMPREHENSION TO THE ELEVENTH GRADES
STUDENTS AT SMK MUHAMMADIYAH 2 SURAKARTA**



**Submitted as a Partial Fulfillments of the Requirements for Getting Bachelor
Degree of Education in English Department**

by

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**DEPARTMENT OF ENGLISH EDUCATION
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APPROVAL

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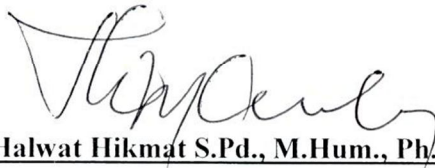
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PRONOUNCEMENT

I truthfully testify that the publication article entitled "*Scaffolding Strategy Used by English Teacher in Teaching Reading Comprehension to the Eleventh Grades Students at SMK Muhammadiyah 2 Surakarta*" is the real work of the researcher and no plagiarism of the previous literary work which have been raised to obtain bachelor degree of a certain university, nor there are opinions or masterpieces which have been written or published by others, except those in which the writing was referred in the manuscript and mention review and bibliography. Hence later, if it is proven that there are some untrue statements in this testimony, I will be fully responsible.

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SCAFFOLDING STRATEGY USED BY ENGLISH TEACHER IN TEACHING READING COMPREHENSION TO THE ELEVENTH GRADES STUDENTS AT SMK MUHAMMADIYAH 2 SURAKARTA

ABSTRAK

Penelitian ini bermaksud untuk menggambarkan penerapan strategy scaffolding yang digunakan oleh guru Bahasa Inggris dalam mengajar membaca komprehensif untuk siswa kelas sebelas di SMK Muhammadiyah 2 Surakarta. Tujuan dari penelitian ini adalah untuk mengetahui scaffolding apa saja yang digunakan oleh guru dalam mengajar membaca komprehensif, penerapan teknik scaffolding dalam pembelajaran membaca komprehensif dan respon siswa terhadap penerapan teknik scaffolding. Penelitian ini termasuk jenis penelitian kualitatif. Metode pengumpulan data menggunakan observasi, wawancara dan dokumen. Data diambil dari hasil lembar observasi, transkrip wawancara dan pencatatan dokumen. Hasil dari penelitian ini menunjukkan bahwa teknik scaffolding yang digunakan oleh guru Bahasa Inggris dalam mengajar membaca komprehensif untuk siswa kelas sebelas di SMK Muhammadiyah 2 Surakarta adalah memberi pertanyaan, menggunakan bahasa sederhana, menggunakan media visual, menggunakan gestur dan menyusun pertanyaan. Terdapat empat tahap dari penerapan scaffolding dalam mengajar membaca komprehensif yaitu pemilihan teks, pengenalan teks, pengenalan teks dengan mendengarkan dan pengenalan bahasa. Respon siswa menunjukkan bahwa scaffolding sangat penting dalam mendukung proses belajar mereka, khususnya dalam pembelajaran membaca komprehensif.

Kata kunci: membaca komprehensif, strategi scaffolding

ABSTRACT

This research paper is aimed to describe the implementation of scaffolding strategy used by English teacher in teaching reading comprehension to the eleventh grades students at SMK Muhammadiyah 2 Surakarta. The purposes of this research are to know the scaffolding used by teacher in teaching reading comprehension, the implementation of scaffolding in teaching reading comprehension and the students' response toward the implementation of scaffolding. This research belongs to qualitative research. The methods of collecting data are observation, interview and document. The data are taken from result of observation sheet, interview transcript and document note taking. The result of the research shows that the scaffolding techniques used by English teacher in teaching reading comprehension to the eleventh grades students at SMK Muhammadiyah 2 Surakarta are asking question, using simple language, using visual media, using gesture and generating question. There are four steps of the implementation of scaffolding techniques in teaching reading process namely text selection, text orientation, aural orientation and language orientation. The response of the students shows that scaffolding is very important in

supporting their learning process, especially in teaching and learning reading comprehension.

Keywords: reading comprehension, scaffolding strategy

1. INTRODUCTION

Reading skill is one of English macroskills which is considered to be the most difficult to be comprehended. Appropriate strategy is needed in teaching it. It is a kind of skill which is impossible to be taught by lecturing technique. It is such an activity that students should experience it by themselves by continuous exercises. Modern researchers considered one of “teaching strategy which has facilitative roles when it is connected and practiced with reading comprehension which is called Scaffolding” (Enyew and Yigzaw, 2015).

Scaffolding strategy is a teaching strategy which can encourage both teacher's and students' creativity in teaching-learning process. By implementing this strategy, teacher will be more creative in improving the teaching technique since the appearance of student's learning problem in the different situation may need different treatment in solving it. The certain treatment of aids that teacher gives to the students will also motivate the students to develop their own ideas about their learning problem in comprehending text (Kargar and Tayebipour, 2015).

Commonly, the students have problem with their ability in comprehending English text when learning reading comprehension. They do not actually understand the vocabulary and the grammar in the text. Students become passive and less conducive since they do not to be aware toward material which they think it is difficult and confusing. The confusion among students in the learning activity may be caused by the lack of interaction between the teacher and the students. Teachers just deliver the material without considering that the students pay attention to the lesson or understand the material or not. These problems will be solved when the teacher applied appropriate strategy in teaching reading comprehension.

The appropriate strategy which enables to support the teacher and students in teaching-learning reading comprehension is scaffolding. Scaffolding is a temporary

intellectual support which is offered by teacher for the students in achieving the higher level of understanding (Fernandez, et al., 2001). Teacher may use this scaffolding strategy to increase the frequency of interaction between teacher and the students through the activity of teacher in giving helps to the students during teaching-learning reading comprehension. The teacher will manage to transfer the knowledge to the students and the students will be successful to receive the knowledge or develop their learning competence. Thus, the role of scaffolding strategy is very important to help teacher in teaching reading comprehension and to help the students in comprehending the text without any significant confusion.

Accordingly the researcher is interested to conduct a qualitative research about the implementation of scaffolding used by English teacher in teaching reading comprehension at SMK Muhammadiyah 2 Surakarta. This research is aimed to investigate the techniques of scaffolding used by English teacher in teaching reading comprehension, the implementation of scaffolding in teaching reading comprehension and the students' response toward the implementation of scaffolding in teaching reading comprehension. In supporting this research, the researcher uses some previous studies.

The previous studies has differences and similarities with the present research. The previous studies are dominated by quantitative research which studied the effect of the implementation of scaffolding in instruction process. Thus, the findings show the effectiveness of using scaffolding in teaching-learning process. Meanwhile, the present research is a qualitative research which studied the implementation of scaffolding thoroughly. As a result, it discusses obviously about the kinds of scaffolding which is used in teaching process, the steps of the scaffolding implementation and students' response toward the implementation of scaffolding. The present and previous study also have similar findings. Both of them studied the implementation of scaffolding in teaching reading comprehension so that the findings are similar in which scaffolding is considered to be worth as teaching technique to teach reading comprehension. Students will also expected to be enthusiastic and interested in study.

Thus, the researcher formulates three problems of study which will be the focus of this research. First, what are the scaffoldings used by English teacher in teaching reading comprehension to the eleventh grades students at SMK Muhammadiyah Surakarta? Second, how is the implementation of scaffolding in teaching reading comprehension? Third, what are the responses of the students toward the implementation of scaffolding used by English teacher in teaching reading comprehension?

The problems of study will be answered through the activity of analyzing the data which used the theory from Bradley & Bradley (2004), Haghparast & Amiri (2015), Axford, Harder & Wise (2009) and Prabandari (2015). Bradley & Bradley (2004) and Haghparast & Amiri (2015) proposed the theory of kinds of scaffolding which usually used by English teacher in teaching reading comprehension. There are several kinds of scaffolding which is usually used by English teacher in teaching reading comprehension include using simple language, using note taking, using visuals, using gesture, question answering and question generating (Bradley & Bradley, 2004 and Haghparast & Amiri 2015). Simple language is used by considering that the students still have low vocabulary mastery. Note taking is usually used is completing sentences or filling in the blank. Visual media are used when the teacher wants to show certain material to support the teaching process. Gesture is applied when the teacher wants to clue certain word and the students try to predict what it is. Question answering is an activity by asking the students to answer some provided questions after reading a text. Question generating is an activity in which the students organize the questions and then answered it by themselves based on their understanding after reading a text. The steps of the implementation of scaffolding in teaching reading comprehension is analyzed by using theory from Axford, Harder & Wise (2009). They mentioned five steps of scaffolding implementation in teaching reading comprehension namely text selection, text orientation, aural orientation, language orientation and fluent reading. The researcher also investigates the response of the students toward the implementation of scaffolding in teaching reading comprehension based on the theory from Prabandari (2015).

The researcher expects that the result of this research will be useful for supporting the teacher and students in teaching and learning reading comprehension. By implementing scaffolding in teaching reading comprehension, students are expected to get appropriate support which can help them in gaining higher level of understanding. It is also expected for the English teacher in the school for not to be afraid in doing innovation or teaching using fresh technique to support the students in improving their learning competence.

2. METHOD

The type of this research is qualitative research. The subject of the research is eleventh grades students at SMK Muhammadiyah 2 Surakarta. The data are taken from observation sheet, interview transcript and document note taking. There are three kinds of method in collecting data namely observation, interview and analyzing document. The researcher interviews one of students and English teacher who teach reading comprehension to the eleventh grades students at SMK Muhammadiyah 2 Surakarta. After collecting the data, the researcher analyses the data based on Cresswell (2009) theory which is mentioned that the steps of analyzing include raw the data, organizing and preparing the data, reading through all of the data, coding the data, generating themes/ description, interrelating themes/ description and interpreting the meaning of data.

3. FINDINGS AND DISCUSSION

3.1 Findings

In the research findings, the researcher describes the scaffolding used by teacher in teaching reading comprehension, the implementation of scaffolding in teaching reading comprehension and students' response toward the implementation of scaffolding. Those will be elaborated below:

3.1.1 Scaffolding Used by English Teacher in Teaching Reading Comprehension to the Eleventh Grade Students of SMK Muhammadiyah 2 Surakarta.

Based on the result of interview, the researcher finds that there are five kinds of scaffolding techniques which are used by the teacher to teach reading comprehension. Those are asking question, using simple language, using visual media, using gesture and generating question.

a. Asking Question

This technique works by asking students to read certain text and answering the provided questions. It is useful in helping students to comprehend text and improve students' vocabulary, pronunciation and grammar. Teacher prefers to use this technique rather than others since it supposed to be the most suitable for the students.

b. Using Simple Language

The teacher considers using more simple or familiar word since the students still have low vocabulary mastery. It does not mean that the teacher never gives the students more difficult or new vocabulary. Teacher also gives new or more difficult vocabulary through the text that the students should read in order to improve their vocabulary mastery. It works by asking the students to write the unfamiliar words and then find the meaning of the words.

c. Using Visual Media

This technique is usually used toward the material about description and explanation text. Students are usually asked to read the text first. Teacher then present a picture and the students point out certain part of the picture or describe the picture based on the text they have read.

d. Using Gesture

The use of gesture is aimed to improve students confidence. Students try to understand the meaning of gesture which is given by the teacher or other students. Teacher usually uses gesture to clue certain words while the students try to predict what it is. Students also use gesture when they are practicing conversation with other. Thus, the students are able to express their own idea about what they are thinking.

e. Generating Question

This technique works by asking the students to read the text and then organize some questions based on the text. The questions are then answered by the students themselves. In other words, this technique needs more focus on reading rather than the others.

In the implementation of those scaffolding techniques, it is supported by the use of teaching media. The media that are usually used such as program application (Microsoft Powerpoint and Microsoft Office Word), conversation video, film, music, textbook and dictionary. The use of these media is suited with the materials which are going to discuss by the teacher. In the election of teaching media, teacher should consider that the media will support both the teacher and students in teaching-learning process.

3.1.2 The Implementation of Scaffolding in Teaching Reading Comprehension to the Eleventh Grade Students of SMK Muhammadiyah 2 Surakarta.

The English teacher of SMK Muhammadiyah 2 Surakarta uses five kinds of scaffolding as a technique in teaching reading comprehension namely asking question, using simple language, using visual media, using gesture and generating question. There are four steps in the implementation of those scaffolding techniques in teaching reading comprehension, as follows:

a. Text Selection

In this phase, teacher selects the appropriate text that will be used in teaching reading comprehension by considering the difficulty of the text, age-appropriate and the complexity of the language. It is better for the teacher to select the text that can make students reach their maximal engaging which will help them in comprehending the text. In this phase, teacher also begin to inform the students about what kind of material that will be learned through the text given. In this activity, teacher used one kind of scaffolding technique namely using simple language. The used of simple language was aimed to make the students were easier in knowing

the topic and predicting what the topic is about. Thus, it will help the students in dealing with the next activity in the lesson.

b. Text Orientation

Text orientation is the phase when the teacher gives overview about the text to the students. The overview includes telling the main topic of the text, genre and author's position. This activity is important in helping students to comprehend the text since the aim of reading text is to understand the author's intention in communication with the readers. Teacher then continues this phase by doing pre-test.

The pre-test is conducted before the teacher explains the material. It is intended to measure students' background knowledge and bridge the previous and the next material. In this activity, teacher applied techniques of scaffolding namely asking question, using simple language and using visual media. Asking question can be seen from the activity when the teacher asked the students to tell the topic of the text and when the students asked to answer the provided questions of the pre-test. Teacher also used simple language when asked the students about the topic of the text. Visual media are represented by the use of the paper test of the pre-test. The use of paper helped the students to be easier in comprehending the text since they saw the written version of the text rather than tried to comprehend the text by listening to it.

c. Aural Orientation

In this phase, teacher gives the students deeper orientation of the text by reading the whole text one more time. It is aimed to give model for the students about how to do fluent reading by letting them hear the cadence of the text. It will be useful to help them to be more focus and enjoy during the instruction. It also helps the students in getting better understanding since the previous phase they have gained the information about basic aspects of the text.

Reading the text in this phase means that the students read the text one more time by aloud reading. During the reading activity, the teacher

checked students' pronunciation and corrected it when there is mispronunciation. In this activity, the teacher applied one kind of scaffolding technique called simple language. This is used when the teacher asked the students to read the text and corrected students' pronunciation by using simple sentence and familiar word.

d. Language Orientation

This phase pays more attention in studying author's language feature. It is useful in gaining deeper understanding toward the language used by the author. By studying the language, it may support the students' learning by giving them appropriate teaching reading technique. The example of this activity is finding unfamiliar vocabulary. This activity proves that the text is not only contained simple word but also some unfamiliar words. It can be known that the language used by the author is rather difficult.

After knowing that the text contained some unfamiliar words, the teacher decided to do translation. In this activity, teacher applied a kind of scaffolding technique called generating question. In this case, students generate the question when they wrote unfamiliar words on the board and then they answered it by finding the meaning of the words. Generating question is about the students are able to create the question after reading the text and then answer it by themselves.

3.1.3 Students Response Toward The Implementation of Scaffolding in Teaching Reading Comprehension to The Eleventh Grade Students of SMK Muhammadiyah 2 Surakarta.

Based on the result of questionnaire and interview, students show good response toward the implementation of scaffolding. Scaffolding is a teaching technique which enables teacher to give supports in helping students to comprehend the text. The helps can be formed as correcting pronunciation, grammar, asking to find unfamiliar word, etc. Students claimed that when they face problem in comprehending text they would look for help to their

friends or asked the teacher. The teacher helped them by explaining the meaning of certain word which is not in the dictionary or showing the keyword of the question which is related to the information in the text. Students argued that the help from the teacher is very important since they had not been able to grasp the text by themselves.

This good response is also shown by the students in the teaching-learning process based on the classroom observation. For instance, students were enthusiastic when the teacher asked them to write unfamiliar words after reading the text. They were also interested to do the activity when they tried to find the meaning of the words by themselves. By implementing the scaffolding, the students feel helped and become easier in comprehending the text. It means that the students showed good response toward the implementation of scaffolding.

3.2 Discussion

In this part, the researcher presents the discussion of the analysis of the study. It will cover the summary of the findings, the comparison with the previous study and the theoretical perspective of the findings.

Scaffolding is one of teaching techniques which emphasizes in giving some kinds of helps by more competent peers for the students in order to support their learning competent. Based on the research findings, it can be known that the English teacher at SMK Muhammadiyah 2 Surakarta applies some kinds of scaffolding in teaching reading comprehension namely asking question, using simple language, using visual media, using gestures and generating question. Asking question emphasizes in asking students to answer some provided questions after reading a text. Simple language is used by considering that the students still have low vocabulary mastery. Visual media are used when the teacher wants to show certain materials to support the teaching process. Gestures enables for the teacher to clue certain word while the students try to predict it. Generating question emphasizes in organizing question and answer it by the students itself based on their understanding

after reading a text. Those kinds of scaffolding are implemented in teaching reading comprehension by the teacher through certain phases.

There are basically two phases of the implementation of scaffolding in teaching reading comprehension. Those are preparing for reading phase which include text selection, text orientation, aural orientation and language orientation and fluent reading phase (Axford, Harders and Wise, 2009). Accordingly, the English teacher at SMK Muhammadiyah 2 Surakarta has implemented the preparing for reading phase (text selection, text orientation, aural orientation and language orientation). Meanwhile, the fluent reading phase is not found in the teaching process since the data are only based on the observation on November 21th, 2017.

The implementation of text selection could be seen from the teacher which only used one text in teaching reading comprehension. It proved that the teacher had chosen the appropriate text for the students. In the text orientation, the teacher gave overview to the students by telling them what the text was about and the relation with the previous material. In aural orientation, the teacher gave deeper orientation for the students by asking them to read the whole text loudly. In language orientation, teacher discussed the author's language in the text. It could be seen in the activity of translating unfamiliar vocabulary. This activity proved that the language of the author was not too simple and also not too difficult. By conducting these phases, it is expected that the teaching-learning reading comprehension using scaffolding technique can be interesting for the students.

According to the elaboration above, there are difference and similarity between the present and previous findings. The previous studies are dominated by quantitative research which studied the effect of the implementation of scaffolding in instruction process. Thus, the findings show the effectiveness of using scaffolding in teaching-learning process. Meanwhile, the presents research is a qualitative research which studied the implementation of scaffolding thoroughly. As a result, it discusses obviously about the kinds of scaffolding which is used in teaching process, the steps of the scaffolding implementation and students' response toward the implementation of scaffolding. The present and previous study also have similar findings. Both of them studied the implementation of scaffolding in teaching reading comprehension

so that the findings are similar in which scaffolding is considered to be effective teaching technique to teach reading comprehension. The students will also be enthusiastic and interested in study. It can be seen that the present and previous studies have their different and similar finding.

Based on the theoretical perspective, the implementation of scaffolding as one of technique in teaching reading comprehension at SMK Muhammadiyah 2 Surakarta has complied the theory from Axford, Harders and Wise (2006). They mentioned in the book of "Scaffolding Literacy: An Integrated and Sequential Approach to Teaching Reading Spelling and Writing" that there are two main phases in applying scaffolding to teach reading comprehension. They are Preparing for Reading phase which include Text Selection, Text Orientation, Aural Orientation and Language Orientation and then Fluent Reading phase. Accordingly, out of those phases the English teacher has truly applied four phases namely Text Selection, Text Orientation, Aural Orientation and Language Orientation while the phase of fluent reading seems have not been applied yet. From the implementation of those steps, it is expected that the use of scaffolding which is aimed to improve students' learning competence especially in reading comprehension will be achieved.

4 CONCLUSION

Based on the discussion above, it can be concluded that there are five kinds of scaffolding techniques which is used by English teacher at SMK Muhammadiyah 2 Surakarta in teaching reading comprehension namely asking question, using simple language, using visual, using gesture and generating question. In implementing these techniques of scaffolding, the teacher applies four phases which include text selection, text orientation, aural orientation and language orientation. The students show good response toward the implementation of scaffolding in teaching reading comprehension. They state that the support from the teacher in teaching and learning reading comprehension is very important in helping them to get higher level understanding. Scaffolding is useful in anticipating problem which is faced by the students and reduce students' confusion when the problem has already come. Scaffolding is also flexible for the teacher in modifying or improving learning

activity when the teacher diagnosed difficulty so that it can be eliminated. Accordingly, it implies that scaffolding is worth to be used as teaching strategy in teaching reading comprehension because of those reasons.

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